**Chapter 8: Personal Communication as Assessment**

**Learning Targets:**



**LT1 (Fact):** Students will know the five methods of assessment via personal communication.

**LT2 (Fact):** Students will know the problems associated with using personal communication as assessment.

**LT3 (Concept):** Students will understand when it is appropriate to use personal communication as an assessment method

**Why we need it:**

- Allows you to ask follow-up questions when you are puzzled by a student’s response

- Provides opportunity for immediate correction of miscommunications

- Follow up a failure with clarifying questions; allows you to find the reason for that failure

- Non-verbal reactions provide insight into feelings about material learned

When Using Personal Communication, Make Sure...

- Common Language and Cultural Awareness are Fundamental

- Personality of student is important (shy vs. outgoing)

- Safe Environment is Provided

- Students Understand the Need for their own Honesty

- Accurate Records - DO NOT rely on your memory

- Subjectivity makes it imperative that, as with other assessment methods, you know and understand your achievement target and know how to translate it into clear and specific questions and other probes to generate focused information!

**Problems with Personal Communication Assessments:**

-Forgetting

- “Filters” (bias expectations of particular students: gender, ethnicity, background, etc.)

- Challenge of Sampling - asking the wrong questions, too few questions, inefficiency

**5 Attributes of Quality Assessments:** Arise from a clear and specific target, Serve clear purposes, Assure a sound representation of that target, Sample performance appropriately, and Minimizing bias.

**Methods of Personal Communication Assessment:**

1.  Instructional Questions and Answers

Allow time for students to respond

Have key questions ready

Questions clear and brief

Probe incorrect answers for underlying reasons

Questions can be student generated, not always teacher to student

2.  Conferences and Interviews

Teachers and students speak together in the service of understanding how to work effectively together

Plan for uninterrupted time to conduct entire interview

Conclude with summary and future goals

3.  Class Discussions

Questions should lead students toward learning target and be planned in advance

Can be teacher- or student-led; involve students as much as possible

Team formats work well (debates)

4. Oral Examinations

Much like an essay assessment with option for follow-up questions

Criteria should separate content and reasoning targets

Have rubric/checklist ready to use during the assessment

5. Journals and Logs: Naturals as Assessments for Learning

Response Journals (structured questions)

Personal Writing Journals or Diaries (least structured)

Dialogue Journals (student writes question, teacher answers)

Learning Logs (student keeps records of their own learning)

